

Clue Detectives

Students use story clues to infer feelings and needs.

K.P.EICC.3.f "Make, track, and support inferences about different levels of meaning within the text. (I)"

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 FIND MEANING

a	cold	hungry	sleepy
b	thirsty	surprised	tired
c	water	sleep	food

2 MATCH CLUES

yawns	•	•	cold
frowns	•	•	sleepy
shivers	•	•	sad

HOW TO RUN THIS PAGE

Read each short sentence aloud and reread it as needed. Students use a clue the author says to infer a feeling or need, then connect clue words to meanings they support.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • FIND MEANING

SAY “Listen carefully to each short sentence. I will read the choices too, then you will circle the word that tells what you think is happening.”

ROW	SAY	STUDENTS CIRCLE
a	Listen: Mia hugs her coat, and her teeth chatter. The choices are cold, hungry, and sleepy. What might Mia feel? Circle one word.	cold
b	Listen: Sam sees a tall stack of blocks fall. His eyes get big. The choices are thirsty, surprised, and tired. What might Sam feel? Circle one word.	surprised
c	Listen: Leo has not eaten since breakfast, and his stomach growls. The choices are water, sleep, and food. What might Leo need? Circle one word.	food

PART 2 • MATCH CLUES

SAY “The words on the left are clues an author might give. I will read each word on both sides. Draw a line from each clue to the word that tells what it can mean.”

- **yawns** matches **sleepy**
- **frowns** matches **sad**
- **shivers** matches **cold**

WHAT TO ACCEPT

Part 1 answers are cold, surprised, and food. In Part 2, accept yawns to sleepy, frowns to sad, and shivers to cold.